



TENNESSEE DEPARTMENT OF

EDUCATION
FIRST TO THE TOP

Exercise Science

Primary Career Cluster:	Health Science
Consultant:	Amy F. Howell, (615) 532-2839, Amy.F.Howell@tn.gov
Course Code(s):	6170
Prerequisite(s):	<i>Rehabilitation Careers</i> (5990)
Credit:	1
Grade Level:	11-12
Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Health Science courses.
Programs of Study and Sequence:	This is the third course in the <i>Clinical Exercise Physiology</i> program of study.
Aligned Student Organization(s):	HOSA: http://www.tennesseehosa.org Amanda Hodges, (615) 532-6270, Amanda.Hodges@tn.gov
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit http://tn.gov/education/cte/work_based_learning.shtml .
Available Student Industry Certifications:	None
Dual Credit or Dual Enrollment Opportunities:	There are no known dual credit/dual enrollment opportunities for this course. If interested in developing, reach out to a local postsecondary institution to establish an articulation agreement.
Teacher Endorsement(s):	577, 720
Required Teacher Certifications/Training:	None
Teacher Resources:	http://www.tn.gov/education/cte/HealthScience.shtml

Course Description

Exercise Science is an applied course designed to prepare students to pursue careers in kinesiology and exercise physiology services. Upon completion of this course, proficient students will be able to apply concepts of anatomy and physiology, physics, chemistry, bioenergetics, and kinesiology to specific exercise science contexts. Through these connections students will understand the importance that exercise, nutrition, and rehabilitation play in athletes or patients with debilitating or acute metabolic, orthopedic, neurological, psychological, and cardiovascular disorders. In addition, students have the opportunity to incorporate communication, goal setting, and information collection skills in their

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coursework in preparation for future success in the workplace. Standards in this course are aligned with Tennessee State Standards for English Language Arts & Literacy in Technical Subjects, Tennessee State Standards in Mathematics, and Tennessee Anatomy and Physiology standards.*

Program of Study Application

This is the third course in the *Clinical Exercise Physiology* program of study. For more information on the benefits and requirements of implementing this program in full, please see the Health Science website at <http://www.tn.gov/education/cte/HealthScience.shtml>.

Course Standards

Exercise Science as a Career

- 1) Define exercise physiology and link to the careers within the Clinical Exercise Physiology career pathway as a cardiac rehabilitation therapist, certified strength and conditioning coach, personal trainer, lifestyle and weight management coach, athletic trainer, and corporate wellness supervisor/instructor. Explain in detail the education level, credentialing/licensure requirements, and continuing education unit requirements necessary for success in these fields, as well as state and national compliance guidelines. Research professional organizations and codes of ethics associated with these occupations. (TN Reading 2, 9; TN Writing 4, 9)
- 2) Compare and contrast the roles and responsibilities of professionals in exercise physiology with those of professionals in other rehabilitation areas. Research and debate in an oral, written, or digital format the differences in client-therapist/trainer relationships, entities of risk management, liability issues, and protocols for working with special populations. (TN Reading 1, 2, 9; TN Writing 1, 8, 9)
- 3) Develop an oral, written, or digital presentation explaining the relationship of exercise physiology professionals with other healthcare and community professionals, especially related to concerns over encroachment and role delineation. Provide suggestions to promote a working, team-building environment. (TN Reading 2, 9; TN Writing 4, 9)
- 4) Design a detailed written or digital artifact explaining the correlation of the sciences of physics, chemistry, biology, anatomy and physiology, bioenergetics, and kinesiology to the emerging science surrounding exercise physiology. Include in the explanation at minimum the following: current research, new technologies and treatments, governmental initiatives, and injury/illness prevention. (TN Reading 1, 2, 4; TN Writing 2, 4, 6, 8, 9)
- 5) Complete a literature review analyzing at least three peer-reviewed articles to answer a research question surrounding the history, development, and future of exercise physiology as a scientific discipline. Document findings in an informational text using appropriate citation conventions, integrating quantitative and graphic information from the articles reviewed. (TN Reading 1, 2, 4, 7; TN Writing 2, 4, 7, 8, 9)

Anatomy and Physiology

- 6) Research the theories of the Specific Adaptation to Imposed Demands (S.A.I.D.) principle and the Frequency, Intensity, Type, and Time (F.I.T.T.) principle. Explain the application of these

principles to exercise and fitness, then describe the changes that occur within normal anatomy and physiology associated with these theories. (TN Reading 1, 2, 4, 8, 9; TN Writing 8, 9)

- 7) Review the *Physical Activity Guidelines Advisory Committee Report* (latest edition) from the U.S. Department of Health. Explain the scientific evidence surrounding participation in regular physical activity and exercise and its association with positive health outcomes, especially involving the cardiovascular, musculoskeletal, and respiratory systems. (TN Reading 1, 2, 4, 6, 7, 9; TN Writing 4, 9)
- 8) Review the gross and cellular anatomy and physiology of the musculoskeletal, nervous, and cardiovascular systems. Define the terms neuromuscular integration and central command. Summarize how neuromuscular integration, central command, and training and/or rehabilitation plans are based on the integration of the muscle nerve with the muscles of these systems. (TN Reading 2, 9; TN Writing 4, 8, 9)
- 9) Identify the two types of muscle fibers and their subtypes, slow twitch and fast twitch. Relate the concepts of histochemistry, immunocytochemistry, and physiologic contraction times to the performance of athletes in various sports. Evaluate the role genetics and training play in muscle fiber adaptations. From this research, generate an informational artifact to share with athletes or clients as part of an exercise/training program. (TN Reading 1, 2, 4, 5, 7, 9; TN Writing 2, 4, 8, 9)
- 10) Review the gross and cellular anatomy and physiology of the respiratory system and explain the ventilation process. Develop an exercise program and a rehabilitation plan for a patient/client who has chronic obstructive pulmonary disease (COPD) and one who is training for a marathon, based on their respective respiratory needs. Compare and contrast these plans to justify the components included. (TN Reading 1, 3, 4, 9; TN Writing 4, 7, 9)
- 11) Compare and contrast the functions of the cardiovascular system in response to aerobic exercises. Cite the specific changes that are likely to occur and the part of the anatomy that is involved. Using this information, develop a public service announcement, health education/public health presentation, or community awareness brochure to educate local citizens about the importance of exercise in maintaining positive cardiovascular health. (TN Reading 2, 3, 4, 7, 9; TN Writing 4, 6, 8, 9)

Adaptations to Exercise

- 12) Explain why adaptations must be made to exercise programs to account for different clients' needs. Given a scenario or profile of a client/patient, develop an exercise program with the following adaptations:
 - a. Immediate effects of exercise
 - b. Long term effects of exercise (heart/lungs/weight control/disease prevention)
 - c. Effects of acclimatization (such as changes in temperature, altitude, climate, etc.)
 - d. Effects of travel on the client and/or athlete
 - e. Medications(TN Reading 2, 3, 4; TN Writing 8, 9)

- 13) Review the concepts of kinesiology and biomechanics from the Rehabilitation Careers course. Explain how joint and bone movement, body motion, and levers can have positive or negative effects on an athlete's performance and development. In a presentation or speech intended for an audience of young athletes, describe the effects of overtraining on the musculoskeletal system, and relate the importance of adopting safe biomechanical practices when training. (TN Reading 1, 2, 4, 9; TN Writing 4, 6, 9)

Nutrition

- 14) Gather relevant information from multiple authoritative print and digital sources related to the importance of a balanced diet in the achievement of optimum nutrition and exercise. Compare and contrast the nutritional needs of a normal healthy diet with the needs of other clients, such as those training for an intensive sporting event, those with cardiac disease, or those being treated for and/or recovering from illness. Prepare an informative artifact to discuss the findings. (TN Reading 1, 2, 4, 9; TN Writing 2, 8, 9)
- 15) Investigate the chemical makeup of various sports drinks. In an argumentative essay, debate the nutritional value of these drinks compared to water as a form of hydration, electrolyte replacement, and vitamin replenishment for athletes. State the advantages and disadvantages of each and the dangers that are likely to occur with inappropriate hydration techniques and/or dehydration. Discuss the importance of hydration before, during, and after a sporting event, as well as the factors that affect the hydration process. (TN Reading 1, 2, 9; TN Writing 1, 7, 8, 9)
- 16) Access a variety of sources, such as professional journals and/or websites, textbooks, and news articles, regarding appropriate nutritional intake recommendations for athletes. Develop a pre- and post-sport activity meal plan for adolescent, young adult, middle age, and older adult athletes in contact and non-contact sports. Include in the meal plan carbohydrate loading, carbohydrate maintenance, protein loading, and nutritional needs for anaerobic versus aerobic exercise. Revise the plan as new information and circumstances arise. (TN Reading 1, 2, 3, 4, 9; TN Writing 4, 5, 8, 9)
- 17) Cite textual evidence from academic research or nutritional literature to explain how chemical energy contained in glucose, fats, and amino acids is converted to adenosine triphosphate (ATP). In a written, oral, or digital presentation, describe how this process is important in the following areas of practice: health/fitness, medicine, athletic performance, and rehabilitation. (TN Reading 1, 2, 9; TN Writing 4, 6, 9)
- 18) Choose a health parameter relevant to weight management disorders, such as the presence of anorexia nervosa in teens. Research local incidence information and investigate the scope of the disease/disorder in vulnerable populations. Compare that data to similar state, regional, and national information. Develop an action plan for addressing the weight management disorder for the identified area, complete with an analysis of the pros and cons associated with popular diets, recommended caloric intake, appropriate exercise, and other healthcare interventions. (TN Reading 1, 2, 4, 8, 9; TN Writing 4, 6, 7, 8, 9; TN Math N-Q)
- 19) According to articles in professional journals, ergogenic aids have been theorized to improve athletic performance in a variety of ways. In an informational essay, state the definition of

ergogenic aids, identify how they are classified (including those that are banned), and describe documented benefits, dangers, and side effects. (TN Reading 1, 2, 9; TN Writing 2, 4, 8, 9)

- 20) Review the International Olympic Committee's position on banned ergogenic aids and debate the pros and cons of the use of acceptable ergogenic aids, especially related to adolescent athletes. (TN Reading 1, 2, 9; TN Writing 1, 4, 9)

Assessment and Fitness Measurement

- 21) Understand principles of, and successfully perform skills related to, baseline assessment and fitness measurement, incorporating rubrics from National HOSA guidelines, textbooks, or clinical standards of practice for the following:
- a. Cardiovascular testing
 - b. Muscular strength testing
 - c. Flexibility testing
 - d. Muscular endurance testing
 - e. Postural screening
 - f. Speed testing
 - g. Balance testing
 - h. Reaction time testing
 - i. Coordination testing
 - j. Agility testing
 - k. Muscular power testing
- (TN Reading 3, 4)

- 22) Understand principles of, and successfully perform skills related to, biometric measurements, incorporating rubrics from National HOSA guidelines, textbooks, or clinical standards of practice for the following:
- a. BMI
 - i. How to calculate
 - ii. Importance of knowing
 - iii. Myths and misconceptions
 - b. Body fat percentage calculations
 - c. Girth
 - d. Waist and hip ratio
 - e. Resting Heart rate
 - f. Resting Blood pressure
 - g. Resting Respiratory rate
- (TN Reading 3, 4; TN Writing 9; TN Math N-Q)

Exercise Program

- 23) Identify and explain the components of an exercise plan. Evaluate an exercise plan for a healthy athlete, then compare and contrast the plan with one that has been designed for a patient with cardiac, neurological, or orthopedic difficulties. Note the similarities and differences in a side by side chart. (TN Reading 4, 8; TN Writing 4)
- 24) Summarize information from professional journals, websites, and organizations that have developed position papers or reports surrounding the training principles listed below. In the

summary, identify how each principle can be incorporated into the F.I.T.T. principle covered earlier in the course in order to develop an optimal exercise plan for clients who are currently not involved with exercise.

- a. Goal Setting/Reality principle
- b. Inherent Ability principle
- c. Intrinsic Motivation principle
- d. Client Education Model principle
- e. Physical Assessment principle
- f. Overload/Progressive principle
- g. Specificity principle
- h. Trainability principle
- i. Periodization principle
- j. Overtraining principle
- k. Detraining principle

(TN Reading 1, 2, 4, 6, 9; TN Writing 2, 4, 7, 8, 9)

25) Complete a consultation and evaluation of a patient/client who is preparing for an intense athletic event, recovering from a cardiovascular illness/injury, making lifestyle modifications to improve health, or is required to improve health for work/insurance reasons. Ensure that the evaluation covers therapeutic communication and psychology, nutrition, cardiovascular and muscular strength and endurance, acute variables that will affect training/rehabilitation, and training goals. Document findings in an authentic template using appropriate medical terminology. (TN Reading 2, 3, 4, 8, 9; TN Writing 4, 6, 8, 9)

26) Utilizing information from the consultation, evaluation, fitness testing, and biometric measurements previously obtained, develop and document using appropriate medical terminology an exercise/rehabilitation program for each of the following:

- a. Juvenile athlete
- b. Adult athlete
- c. Senior adult athlete
- d. Cardiovascular rehabilitation
- e. Morbid obese with a co-morbidity

(TN Reading 2, 4, 7, 8, 9; TN Writing 4, 5, 6, 7, 8, 9)

Standards Alignment Notes

*References to other standards include:

- TN Reading: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Reading Standards for Literacy in Science and Technical Subjects 6-12; Grades 11-12 Students (page 62).
 - Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standard 10 at the conclusion of the course.
- TN Writing: [Tennessee State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects](#); Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12; Grades 11-12 Students (pages 64-66).

- Note: While not directly aligned to one specific standard, students that are engaging in activities outlined above should be able to also demonstrate fluency in Standards 3 and 10 at the conclusion of the course.
- TN Math: [Tennessee State Standards for Mathematics](#); Math Standards for High School: Number and Quantity.
 - Note: The standards in this course are not meant to teach mathematical concepts. However, the concepts referenced above may provide teachers with opportunities to collaborate on lesson planning. Students who are engaging in activities listed above should be able to demonstrate quantitative reasoning as applied to specific technical concepts. In addition, students will have the opportunity to practice the habits of mind as described in the eight Standards for Mathematical Practice.
- TN A&P: Tennessee Science: [Anatomy and Physiology](#)
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.